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ABSTRACT

The social studies curriculum for grade 1 in Manitoba, Canada is presented. The focus of this guide is human needs and human interdependence. Some objectives are to explore: (1) distinctions between needs and wants; (2) various groupings and relationships, such as families, friendships, and communities; (3) ways people are dependent upon their physical environment and ecosystem; and (4) the extent to which people have similar needs. The three units include: What I Need to Grow: Physical Needs; What I need to Grow: Emotional and Social Needs; and Families and Human Needs. As topics are presented for each unit, questions are asked and then a series of learning activities are given to help students answer the questions. For example, in Unit I under the topic of differences between needs and wants, the question is asked, What do we want that we really do not need to grow and be healthy? First a survival scenario is projected: a family must leave home and spend 2 weeks in a tree house because of a flood. The children must decide what to take. From a box of assorted objects and pictures, the children decide needs and wants, and they share their feelings and thoughts about their choices. This guide is arranged as follows: grade title and overview, unit title and overview, unit topics and focusing questions, unit topic objectives, and unit topic suggested teaching strategies and learning activities. (Author/NE)

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SOCIAL STUDIES INTERIM GRADE GUIDE

FOR

GRADE ONE

HUMAN NEEDS AND HUMAN INTERDEPENDENCE

50 014 226

Curriculum Development Branch

DEPARTMENT OF EDUCATION

PROVINCE OF MANITOBA

1981

THIS GUIDE IS SUBJECT TO REVISION ON THE BASIS OF INFORMATION RECEIVED FROM SCHOOLS DURING THE 1981-82 SCHOOL YEAR. IT IS EXPECTED THAT MODIFICATIONS WILL NOT BE IN THE DESIGN OF THE PROGRAM; RATHER, CHANGES MAY BE IN AREAS CONCERNING IMPLEMENTATION, STRATEGIES AND RESOURCE MATERIALS.

ACKNOWLEDGEMENT

Appreciation is extended to the many social studies teachers who provided suggestions and ideas to the working committees during the development of this program. In particular, appreciation is extended to the following teachers, who participated in piloting the grade one program.

Louise Chene	Burntwood School	Mystery Lake School District No. 2355
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THE SOCIAL STUDIES PROGRAM

This guide outlines the interim Grade One social studies program. It should be used in conjunction with The Social Studies K-12 Level One Document which describes the rationale of the K-12 program and includes statements of intent; goals; approach; categories of objectives; learning and development; selection of content; time allotment within the program and also an abstract of each of the grades. It is recommended that the Level One Document be read before implementing this program.

Interim Individual Grade Guides

The guides are organized under the following headings:

. Grade Title and Overview
. Unit Title and Overview
. Unit Topics and Focusing Questions
. Unit Topic Objectives
. Unit Topic Suggested Teaching Strategies and Learning Activities

The intent of each grade and unit is indicated in the grade overview and unit overviews, respectively. Included with each topic are focusing questions which help to guide inquiry for that particular topic. The objectives and the suggested teaching strategies and learning activities closely parallel the focusing questions.

The teaching strategies and learning activities are suggested. It is not intended that all the activities suggested must be attempted. Teachers may select those activities they deem to be appropriate, or develop their own activities from those that have been suggested.

It is suggested that teachers insert, within each grade guide, such materials as their own lesson plans, helpful teaching hints, resource materials, articles and test materials in order to make the guide as practical and useful as possible.

Where basic textual materials have been approved in a particular grade, they have been identified in the Manitoba Text Book Bureau Catalogue.

Teachers are requested to forward suggestions on improving this guide to:

Manitoba Department of Education
Program Development
Curriculum Development Branch
Robert Fletcher Building
409-1181 Portage Avenue
Winnipeg, Manitoba
R3G 0T3

GRADE ONE-HUMAN NEEDS AND HUMAN INTERDEPENDENCE

GRADE ONE OVERVIEW

This program has been planned to help grade one children become increasingly aware of common human needs and of some of the varied ways in which these needs are met. The major purposes of the grade one program are to have children explore:

- The distinction between needs and wants and the different views people might have of this distinction depending upon their situations and expectations.
- How some common physical, social, and emotional needs are met in their own lives.
- The various groupings and relationships such as families, friendships, and communities, that people are to a large extent dependent upon in order to meet many of their needs.
- The ways in which people are dependent upon their physical envrionment and ecosystem in order to meet many of their needs.
- The ways in which people's attempts to meet their needs and wants can bring them into conflict both with others and with their ecosystem.
- The extent to which people have similar needs.
- Some of the varied ways needs are met in different physical and cultural situations.

Note: It is recommended that Unit I of the Kindergarten program be reviewed before the Grade One program is introduced. It is also suggested that the Grade One teacher communicate with the Kindergarten teacher to share what has been attempted in the Kindergarten program.

UNIT I-WHAT I NEED TO GROW: PHYSICAL NEEDS

UNIT I OVERVIEW

This unit provides an opportunity for children to learn about some of the ways in which their physical needs are met. The intent is to have children explore, in as direct and concrete a manner as possible, the meeting of needs both in their own and their classmates' families and in the immediate community. People's interdependence as they try to fulfill their needs and the sometimes problematic distinction between needs and wants are two important sub-themes of the unit. Activities for addressing these areas of understanding are structured around the following topics and associated focusing questions.

UNIT I TOPICS AND FOCUSING QUESTIONS

1. Differences Between Needs and Wants

   - What do we want that we really do not need to be healthy and happy?
   - Does everyone agree on what is a need and what is a want?

2. Physical Needs

   - What do we need in order to be healthy and to be part of our community?

   a. Food

   - What foods do we need?
   - What foods do we eat?
   - Where does our food come from?
   - When do food needs become food wants?

   b. Clothing

   - What kinds of clothing do we need?
   - What different purposes do we use clothing for?

UNIT I TOPICS AND FOCUSING QUESTIONS (Cont'd)

b. (Cont'd)

- Are some of our clothing needs really wants?
- Where does our clothing come from?
- How is our clothing made?

c. Shelter

- Why do we need shelter?
- What kinds of shelter do we have?
- What do we need in order to have a good shelter?
- Are some of our shelter needs really wants?

d. Health Care

- How can we look after ourselves?
- How do others help us when we are sick?

e. Communication

- Why do we need to communicate with others?
- What different ways do we have for communicating?

f. Transportation

- What ways do we have of travelling from one place to another?
- What advantages and disadvantages do these different ways of travelling have?
- Are some of our transportation needs really wants?

g. Play

- How is play different from work?
- Why do people play?
- What are some different ways in which we play?
- What different places do we use for play?
- Why do boys and girls often like different kinds of play?

UNIT I TOPIC OBJECTIVES

Topic I: Differences Between Needs and Wants

Knowledge objectives

The students should be able to:

. identify needs and wants in their lives.

Thinking and research skill objectives

The students should be able to:

. catagorize and be able to explain why they catagorize various common items as fulfilling needs or wants.

Attitude and value objectives

The students should be able to:

. observe the difference in how people classify items as fulfilling needs and wants and discuss how they feel about these differences.

UNIT I SUGGESTED TEACHING STRATEGIES AND LEARNING ACTIVITIES

Topic 1: Differences Between Needs and Wants

- What do we want that we really do not need to grow and be healthy?
- Does everyone agree on what things are needs and what things are wants?

Note: While a distinction between needs and wants can be made fairly readily at the general level of food, shelter, etc., the dividing line is much less clear when particular items are being discussed. For example, is an automobile a need or a want? The answer to this question probably depends upon the situation in which it is asked. For a suburanite living far from work and bus lines, the answer might be that it is a need. While this issue may emerge as students go through these activities, it will be dealt with more explicitly in unit three. Differences in cultural and environmental situations as these affect how needs are met are dealt with at that point.

Introduction

. Survival scenario. There is going to be a flood (or some other situation) which will require a family to leave home and spend two weeks in a tree house (or some other equally basic and isolated situation). They won't be able to leave or add to their supplies once they are there. The children are to decide what the family will take with them given the limitations that there is little room in the tree house and they have to carry the supplies.

- This could be a whole class activity or there could be groups, each group making decisions, and then a comparison being made.
- Children could be instructed to think of what is in their home and select from that, or they could be given a set of pictures representing typical items in a home, or such a list could be developed by the class.
- Children could draw pictures of what they decide to take and then go to an area of the room designated as the tree house, show their drawings and explain why they chose as they did.

Follow-up dicusssions should focus on the reasons for choices that were made and on items which some children think could be eliminated. The issue of needs and wants should begin to emerge here.

Development

. In a large box, gather a good assortment of objects and pictures to depict some of the needs and wants of five and six year olds. (e.g., ice cream cone, shoes, space toy, milk, new doll, soda pop, car, reader, food, comic book, candy bar, glove, skateboard, house, friends...) Put the headings NEEDS and WANTS (or THINGS WE NEED and THINGS WE WOULD LIKE TO HAVE) on two boxes or on the blackboard. Have individuals come one at a time and take something from the box. Discuss each object with the class and have them decide which category it belongs in - NEEDS or WANTS - and why. With the class, briefly consider the objects they placed in the WANTS box or pile. List other things they would put in that box. Through discussion, have the class resolve points such as:

- We often want more things than our parents can afford to buy.
- We often want more things than we can buy with allowances.
- We often have to make hard choices when we buy things we want.

. If there are differences of opinion about one or more items have the children share their ideas about why they would classify them as fulfilling needs or wants. A show of hands vote with the outcome recorded on the board might make the differences more obvious. Some questions for promoting discussion include:

- Do you think you really need this to grow and be healthy and happy? Why or why not?
- Do you think other people would agree with you? Why or why not?

. The teacher could provide contrary examples in order to add to the discussion and increase the children's perceptions of differences with regard to views of needs and wants.

Development (Cont'd)

e.g., - a family who decide not to or cannot afford to own a car.
- families without other necessities such as dishwasher, T.V. sets, steros, etc.

The children could share their feelings and thoughts about these examples and again vote on whether particular items are, in their minds needs or wants.

. Ask the children, "What would you do if you could have all the money you ever wanted?" Have the children share some of their ideas--it should come out that some would help others fulfill their wants besides their own. Give the children a large paper folded into six parts and have them record with pictures and sentences what they would do with lots of money. Have them consider a friend, their family, their school, the world, and themselves.

Conclusion

. Refer back to the items students selected for survival in the introductory scenario. Review individual items and see if children wish to make any changes.

. Stage an analogous scenario using a different situation and different items. As far as possible, have the children role play aspects of the scenario (e.g., deciding in groups, drawing selected items, carrying 'items' to survival location, and living and using items in the location--possibly a circle of chairs or table top). Again, focus the ensuing discussion on why particular items were chosen and whether or not these can best be classified as basic needs or wants.

. Prepare a booklet, folder, or scrapbook for each child to record pictures, stories, and class projects about the Needs they are about to study. Although not all activities will fit that format, such a booklet, folder, or scrapbook should be valuable as an organizational and recording tool.

. Have the children make a cover or title page based on what they have discussed in general up to this point; perhaps a drawing of themselves surrounded by needs they recall from discussions and previous activities.

UNIT I TOPIC OBJECTIVES

Topic 2: Physical Needs

Knowledge objectives

The students should be able to:

. name their basic food needs (e.g., the four food groups).
. explain how some of the foods they eat are grown, processed, and distributed for them.
. give examples which demonstrate the differing degrees of self sufficiency people display in fulfilling particular food needs and wants.
. identify clothes suitable for different seasons and different common jobs.
. explain in very basic terms how some common items of clothing are made.
. give examples indicating the differing degrees of self sufficiency people display in fulfilling clothing needs and wants.
. explain some of the different functions shelter serves for people.
. describe some of the different types of houses in their area.
. give examples which demonstrate the differing degrees of self sufficiency people display in fulfilling their shelter needs and wants.
. describe some examples of health care that they can practice themselves.
. describe some examples of health care that usually require professional help.
. describe some common means of communication.
. describe some types of transportation and indicate their various uses.

Knowledge objectives (Cont'd)

The students should be able to:

- compare types of transportation in terms of their advantages and disadvantages for particular purposes.
- recognize the differences between work and play and give examples of both.

Thinking and research skill objectives

The students should be able to:

- obtain information about where their food comes from through first hand observation.
- classify different foods into the four basic food groups.
- collect information about clothing through first hand observation.
- collect information about shelter through direct observation in the neighbourhood.
- identify the locations of their homes on an outline map of the neighbourhood.
- read simple graphs.
- participate in small group planning and decision-making.
- collect information about health care through direct observation in their community.
- obtain information about communication through first hand observations in their neighbourhoo
- read and draw simple maps.
- collect information about transportation through direct observation in their neighbourhood.
- collect information about play through direct observation on the school playground.

Attitude and value objectives

The students should be able to:

- begin to develop an appreciation of the ways in which people meet needs and wants.
- be accepting of the different ways (e.g., different levels of self sufficiency) in which people meet their food needs and wants.
- begin to develop an appreciation of the ways in which people are dependent on each other in order to meet their clothing needs and wants.
- be accepting of the different ways (e.g., different levels of self sufficiency) in which people meet their clothing needs and wants.
- begin to develop an appreciation of the ways in which people depend on each other in order to fulfill their shelter needs and wants.
- be accepting of the different ways (e.g., different levels of self sufficiency) in which people fulfill their shelter needs and wants.
- share their views on the difference between shelter needs and shelter wants.
- begin to develop an appreciation of the ways in which people depend on each other in order to fulfill their health care needs.
- begin to develop an appreciation of the ways in which people depend on each other in order to fulfill their communication needs and wants.
- begin to develop an appreciation of the ways in which people depend on each other in order to fulfill their transportation needs and wants.
- be accepting of the different ways in which people meet their transportation needs and wants.
- share their views and feelings about the transportation choices people make.
- appreciate the importance of play in their own and others' lives.
- consider and share their thoughts and feelings about the often different ways in which individuals and groups of people (e.g., boys and girls) fulfill their need for play.

Social participation objectives

The students should be able to:

- plan and carry out, with the teacher's help, an action aimed at informing and influencing themselves and others with regard to their junk food eating habits.

Social participation objectives (Cont'd)

The students should be able to:

- . plan and carry out, with the teacher's help, the development of a dress-up trunk and corners.
- . plan and carry out, with the teacher's help, actions aimed at increasing awareness of shelter problems in their neighbourhood.
- . plan and carry out, with the teacher's help, actions aimed at increasing awareness in themselves and others of an individual's role in caring for his or her own health.
- . plan and carry out, with the teacher's help, an action aimed at rectifying particular health and safety hazards in their neighbourhood.
- . plan and carry out, with the teacher's help, an action aimed at influencing communications media as they affect the children themselves.
- . plan and carry out, with the teacher's help, an action aimed at a transportation problem that affects them directly.
- . plan and carry out, with the teacher's help, an action aimed at dealing with problems of playing in the neighbourhood.

UNIT I SUGGESTED TEACHING STRATEGIES AND LEARNING ACTIVITIES

Topic 2: Physical Needs

- What do we need in order to be healthy and to be a part of our community?

Note: The rest of this unit focuses on what the children need to grow up in their particular situation. This will include needs both in families and in the larger community.

General Introduction

. In order to focus on needs and the dependence of young children, plan a special When I Was A Baby Day.

- With parents' approval, have the children secretly bring in infant pictures of themselves. Pin the pictures onto a bulletin board display with papers attached beneath so that classmates can print their guesses as to who is in the pictures. A climax to the day would be "Would the real person in this picture...please stand up!" and see who guessed correctly.
- Have the children bring in a special toy, piece of clothing, or other momento of their earlier childhood to share with the class. Give each child time and opportunity to tell classmates why he or she brought that special thing to share, where it came from, where they keep it now, etc.
- Have the children experience some other facets of babyhood - pablum, not being able to speak or walk, etc., as part of the day.
- Invite parents and friends to bring their babies and toddlers to school for half an hour during the day. Perhaps you might want to invite only one baby and its parent(s), so that you can centre discussion and questions on one instead of many. The purpose is to lead the children to realize how helpless a baby is, the needs of a baby, and how a baby's life depends on others.

. Brainstorm with the children to make a list of WHAT I NEED TO GROW UP. Remind them of the objects which they put into the NEEDS Box. Also have the children consider the baby or babies they met and think about what the parents must give them so they can grow up to be healthy and happy people. Perhaps the children should each quickly draw or write about two needs first, so they will all be prepared to participate in the list making. Gather the children's ideas onto the chalkboard so that they can be grouped or changed about easily. Be sure that the children do not accept WANTS into the list, but discuss them carefully before rejecting them. Once you and the children are satisfied with the list of NEEDS, copy it onto chart paper for further reference.

. The lists produced by different groups of children will vary first but will likely include

General Introduction (Cont'd)

items which relate to the following ideas:

- food
- shelter
- security, safety
- health
- transportation
- clothing
- love
- learning
- play
- communication

. The areas identified plus any significant ones you decide to add will serve as the basis for a series of investigations into how needs are met.

. Prepare a booklet, folder, or scrapbook for each child to record pictures, stories, and class projects about the NEEDS they are about to study. Although not all activities will fit to that format, such a booklet, folder, or scrapbook should be valuable as an organizational and recording tool.

. Have the children make a cover or title page based on what they have discussed in general up to this point - perhaps a drawing of themselves surrounded by needs they recall from discussions and previous activities.

Note: The rest of this unit consists of investigations into various things people need to grow up. Selection and emphasis will vary depending on your class and your goals. For example, the first section about our need for food could be a two or three lesson look at why we eat food, what foods we eat and where we get those foods. Or the section could tie in with a health unit and become a study of food and good nutrition or food production, food distribution and cultural food appreciation. This kind of expansion might therefore become a month of social studies lessons.

In discussing foods from each of the four groups, be sure to include substitutes which are commonly used by people whose ethnic origins are not western European. Teachers should also be aware that in many northern locations fresh fruits and vegetables are frequently hard to obtain and often too expensive for people with a subsistence income.

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a. Food

- What foods do we need?
- What foods do we eat?
- Where does our food come from?
- When do food needs become food wants?

Introduction

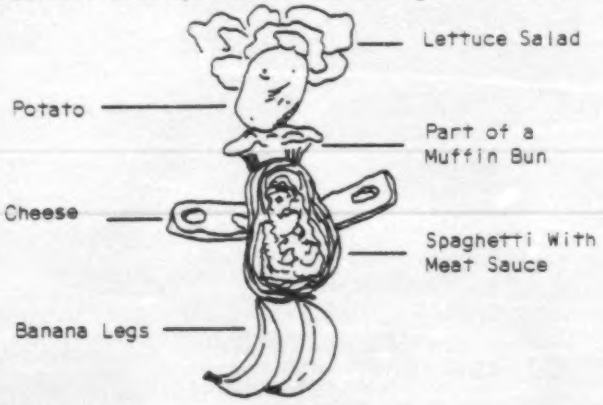
. Have each child make a placemat which has both sides decorated (draw and colour, paint, weaving).

- On a separate large paper have the children draw or trace a dinner plate, a glass, a small plate or bowl, and silverware. Cut these out.
- Discuss the foods that the children eat. Then ask them to think about what their favourite meal would be - the main dish, drink, dessert. The children would then portray their favourite meal on the plates and glass they cut out. Paste the meal and silverware onto one side of the placemat. Perhaps add a folded serviette. Label this side of the placemat as "My Favourite Meal." Have the children share their placemats with the group, telling about their dream meal. Save these placemats or display them until you are ready to use them again.

Development

. Have the children bring in any empty and clean food containers for two or three days. Duplicates can be thrown away. Introduce the four food groups to the class. In a large open space, mark off four squares with tape and label each box for each of the food groups. Using the containers, pictures, and some real foods (apple, carrot, piece of bread, etc.) have the children take turns classifying the products into the proper food groups. Collect a pile of the foods that do not belong anywhere. Review the groups for clarification. If possible keep this activity as part of a learning centre. The children will enjoy repeating the food classification.

- Make a "Basic Four Kid" magazine collage. Using magazines and food product labels, each child finds a collection of foods from all four food groups. Put the pictures together in human form on another large paper. Add dark eyes and mouth so these features will show up. Label the collage and display.



. Record the four food groups in their WHAT I NEED TO GROW booklets. Use drawings or magazine pictures for examples of the foods. (Other "food" information may have already been entered).

. Introduce the "well balanced meal." With the aid of pictures and reference to the four food groups, practice making up a variety of breakfasts, lunches and suppers that would be well balanced combinations. Also discuss good, nutritional snacks.

. Return to the other side of the placemat. Repeat the making of dishes and silverware. This time instruct the class to plan and portray a meal that is well balanced.

- Have the children share these meals with the class and point out their four food group choices. This time display the well balanced meal placemats.

. The foregoing activities can be supplemented and expanded by selecting from the following activities:

- Study first hand some local food producers/processors/merchants e.g., farmers, ranchers, market gardeners, hunters, fishers, grocers.

Follow-up activities can include:

- murals and individual art work depicting the processes observed;
- role playing in which children act out what was seen;
- playmaking in which materials and suitable props are available for children to engage in imaginary play in order to recreate and expand on what was observed;
- experience chart stories about what was observed.

. Help the children become aware of differing degrees of self sufficiency in meeting food needs. Pick common foods items such as bread, locally grown vegetables, etc., and see if there are differences in the class with regard to how the children's families fulfill such common

Development (Cont'd)

needs.

e.g., - bread
- grow wheat, grind it, and bake bread
- buy flour and bake bread
- buy bread

If possible have parents who produce some types of food share their knowledge and products with the class. They might also discuss why they make the produce rather than buy it in finished form. The children could try home produced items, compare them with their commercial equivalents, and explain which they prefer and why.

. Have the children examine "junk food" and where possible, fast food outlet fare. See how adequately a diet heavy in such items covers the food groups and addresses the issue of what we need to grow. Some activities could include:

- Keeping track over a period of time the amount of "junk food" eaten by each child. Keep a record on a chart.
- Doing a simple survey of the amount of "junk food" eaten by children in other classrooms over the period of a week, summarizing the data, and displaying it on a picture graph.
- Visiting a fast food outlet and to observe how the food is prepared and what goes into it. Compare this to a balanced diet.
- Discussing why so many people like such "junk" and "fast" food (e.g., convenience, advertising).
- Viewing films (or have a guest) which portray the health hazards of a diet dominated by such foods.
- counting the number of TV commercials in a given period which advertise "junk food."

. If the foregoing activity 'grabs' the children's interest, or if they are surprised or concerned by such things as the data arising from their survey of their own and others' "junk food" eating, help them plan some sort of action aimed at influencing their own and others' eating attitudes and habits. Some examples include:

- An information campaign sharing with others the data about how much junk food they eat and the associated health hazards.
- An information campaign aimed at increasing awareness of suitable alternatives to junk food.
- An information campaign aimed at making other children aware of the forces influencing them to eat junk food.

e.g., - T.V. and other advertising
- the 'addictive' nature of high sugar consumption

The children will need help in focusing the issue, deciding whom to direct their information at and deciding how to portray their messages.

. Have a food group party. Prepare or have parents and children prepare a dish from each food group. The children can then all try this balanced meal and identify the different groups.
. Have the children help make butter, ice-cream, or some other foods.
. Have the children plant and grow some plants such as beans or tomatoes.

Conclusion

. Have the children make some wholesome treats such as oatmeal and raisin cookies or bran muffins. Taking a field trip to the food store to purchase the necessary things opens up an unlimited number of further activities for a class that wants to expand this section of the unit. Give different steps of the baking process to groups in the class after the recipe and instructions have been studied. While the food bakes or after it has been served and eaten, make a list or picture presentation of all of the ingredients. Trace back to the source of all the foods. Discuss briefly what kind of "farm" each came from and perhaps how it was prepared for people to buy and eat. Plan and make a class mural about the sources of

Conclusion (Cont'd)

foods in that treat. Display.

. Have the children make entries into their WHAT I NEED TO GROW booklets.

e.g., - drawings of foods in each group
- drawings showing some aspects of the sources of food that were observed.

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b. Clothing

- What kinds of clothing do we need?
- What different purposes do we use clothing for?
- Are some of our clothing needs really wants?
- Where does our clothing come from?
- How is our clothing made?

Introduction

. Prepare an assorted list of occupations, environments, events, and special occasions where people would wear different kinds of clothes, (e.g., shovelling snow, swimming, sleeping, wedding, fire fighting, jogging, ballet, walking through the rain, walking on the moon, playing outside, football...) Whisper one of these situations to a child and have it acted out for the class. Once the children know what is occurring, ask them what kind of clothes that person would be wearing and why those clothes would be chosen for that activity. Let each of the children have a turn.

. Have the children name as many different items and types of clothing as they can and make a list of their ideas. Using this list or pictures of a wide variety of clothing ask the children to think of why we have so many different kinds of clothing, e.g., for different seasons; for different activities (play, work, social, etc.); to influence how we or others feel. Make a chart of their ideas and save this for comparison with what is found out in the course of the following activities.

Development

. Flannel Board - Use flannel figure of a child. State the season and put up corresponding sign. Children choose clothing appropriate for that season. Have children state reasons for their selection.

. Take a piece of paper and have children fold it into quarters. Print names of seasons in each box. Have the children draw what they wear when they play outside in each season. Turn paper over. This time have children draw what they look like when they play inside during each season.

. Where possible have the children visit a clothing outlet. Possible activities include:

- Observing the different types of clothes for sale (children's, adult's, men's, women's, work, winter, summer, etc.)
- Noticing how important clothing seems to be in terms of the amount of space it is given. (If it is possible to visit a department store, such comparisons could give an idea of the importance of clothing in our lives.)
- Talking to an employee about such things as what children's clothes are the most popular and why.
- Creating a mural of the different clothing seen.

. Have the children cut out pictures from magazines of people in different types of clothing. They can then select particular types, paste them on a piece of paper and draw the situation or activities which they think go with them.

. Where possible visit a place where clothes are made. This can range from finding a parent who makes clothing, to a tailor, to a large clothing manufacturer. This can be followed up by artwork depicting the clothing and the processes involved in its manufacture.

Development (Cont'd)

. Discuss the children's clothing in terms of whether it was homemade, either by their parents or other relatives or whether it came from a store. Children might show items that were made at home. If possible, have a parent(s) who knits or sews demonstrate their skill to the class.

. A centre could be set up for fabric stitchery with the scraps and some threaded and knotted needles. Simple puppets might be a project for some to try, or just some fun with stitching.

. Have a box of old clothing suitable for dramatic play. Give small groups of children a particular situation (e.g., job related, family related) and have them costume themselves from the box and act out the situation. Follow this up with a discussion of why they chose particular items of clothing for particular situations.

. Help the students plan a dress up corner. Where should it be located? What would they like in it? When can it be used? Where can we get the clothes, hats, etc.? Help them carry out their plans, (e.g., collecting clothing from parents and community sources and organizing the corner).

. In order to focus the children's attention on clothing as a means of influencing the mood of themselves and others, show them pictures of children wearing Hallowe'en or other special occasion costumes. Have the children discuss:

- Why these costumes are being worn.
- What costumes they have worn and when.
- How they felt when wearing costumes.

This can be followed by a costume time. Have children bring various props such as cowboy hats, and then using paper, tape, paints, crayons, etc., have the children create costumes.

. Gather, with the class's help, all sorts of scraps of yarns and fabrics. Many parents and grandparents make clothing at home and would likely have an assortment of odds and ends. Try to have some plastic, rubber, fur or fake fur, knitted material and other less familiar materials present to make the students' discussion and findings more interesting. When the materials are gathered, a variety of activities can take place. Children can group or classify the fabric swatches by texture, colour, thickness, types of clothes that the materials might be made into, how tightly the fabric is woven, and whether it is stretchy or stiff.

- Learn the names of some of the materials and label them in a display.
- Give each child a swatch of fabric attached to a piece of paper. Have the children draw and colour themselves wearing some type of clothing they think would be made of that kind of fabric.
- Discuss special kinds of clothing that are suggested by some of the fabrics (raincoats, parkas, blue jeans, diving suits) and why they have to be that way.
- Use the yarn and fabric scraps in fabric collage. Some older children or volunteer help may be required to help cut some fabrics.
- Learn the sources of some fabrics such as wool, silk, cotton, and a synthetic material. Record the processes on wall charts.
- Using magnifying glasses, discover the weaving patterns in fabrics. By weaving paper, demonstrate how fibres are woven to make cloth. Let the children try paper weaving.
- Simple cardboard looms with yarn and a popsicle stick are easy tools in helping children learn about weaving.

Conclusion

. Review the chart compiled by the class in the introductory activity and see if they can add to it.

. Record findings, stories, drawings and samples about clothing in your WHAT I NEED TO GROW UP booklets.

c. Shelter

- Why do we need shelter?
- What kinds of shelter do we have?
- What do we need in order to have a good shelter?
- Are some of our shelter needs really wants?

Introduction

. Show pictures of animals in shelters (e.g., bear in a den, rabbit in a burrow, etc.) and ask the children why the animals use such places. Did the animals make these shelters? Have you ever found or made any shelters? (e.g., tree houses, forts, etc.) Complete the discussion by having the children focus on how the shelters they live in differ from the animals' homes.

. Ideal shelter. Ask the children to name all the things they think should be in a house. As these are named the teacher can draw the items into a simple house outline. As items are proposed raise questions about why particular items were chosen, and if anything important is missing. Save this diagram for the culminating activities.

Development

. Prepare the class to go on a "House Hunt." Together make up lists headed: things used to build houses, kinds of houses, how old houses are, how people make their houses look nice. Get the children to start each list with suggestions they already know about. Explain that on their hunt they should be looking carefully at houses to find more ideas to add to the lists. Take a neighbourhood walk together, perhaps taking some photographs of houses that will supplement the class's study of shelters. Shortly after returning, fill in the lists with information the children gathered on their hunt. Discuss their findings and why there is so much or so little variety in houses.

. Have the children draw or paint a picture of the shelter they live in asking them to add all the details they can remember. Then as an option to the first developmental activity, draw the children's attention to their pictures of their homes. List the various types of shelters drawn (e.g., single detached home, duplex, townhouse, apartment, etc.) Go on a neighbourhood walk. Look at students' homes. Count the number of each type of dwelling in a 2-3 block radius. Record results. Graph results.

. The children would enjoy furnishing a simple model house. Two methods are easy to prepare:

a. Chop several good sized cardboard boxes down to the same height - maybe 25 cm - leave them "roofless." Tape the boxes together in a house style, adding pieces of cardboard to show hallways and such. Lots of small boxes and scraps need to be collected to make into furniture.

b. Pencil in a very large drawing of a bisected house showing the rooms on a mural - type paper.

. Group the children, giving each group responsibility for decorating and furnishing a room of the house. Carpet scraps and scraps from wallpaper sample books give the children an exciting start. Magazine and catalogue pictures provide furniture especially for model type (b).

. Make a simple wall map of the area where the children live with streets and major landmarks the only features. Mark the children's houses on the map or have the children cut out their houses and attach the houses to the map in the proper locations. If the neighbourhood where the children live is too widespread, group the children's houses on named streets or by the sections of land.

. Make graphs about one or two house features such as "colour of your house" and "what building material is on the front of your house?"

. Either visit a house under construction or show the children pictures of such construction. Focus on such things as:

- Materials

Development (Cont'd)

- Ways in which the house is hooked up to various support systems. (e.g., water, light)
- People doing jobs.

If conducting an actual visit, repeated visits would permit observation of the sequence of stages in building a house.

Follow-up activities could include:

- Artwork showing their impressions of what was seen.
- A diagram of a "hooked-up" house drawn by the teacher based on instructions from the class.

This could consist of a simple house outline with different hook-ups (e.g., water pipes, sewer, electricity, etc.) being drawn in.

. Ask the children for examples of their parents meeting shelter needs and wants directly through building their own houses or making additions, alterations or improvements. If possible have the children visit such a project and have the parents talk about what they are doing and why they are doing it themselves rather than hiring someone else. (e.g., cost, enjoyment, quality of work, etc.) Do the children think they would rather hire someone or do the job themselves? Why? This could be followed up with artwork depicting what was seen as well as a group chart telling about it or listing the children's pros and cons on such do-it-yourself activities.

. In order to focus on heating as an essential aspect of shelter ask the children how your school's custodian keeps the school warm. If possible, make a pre-arranged visit to the furnace room and ask the custodian to give the children a short, simple explanation of the school's heating system.

. Discuss how the children's shelters are heated. Have them find out for sure what material is consumed. Remember fireplaces and woodburning stoves.

. Graph the types of heating systems used in their homes.

. Have the tradespeople and professionals who are involved in building houses talk with the children about their jobs and if possible show some of the machines and tools they use.

. Trace the various "hook-ups" discussed earlier from houses to their sources. Ask the children how a particular item gets to a house and where it comes from. (e.g., water, electricity, oil, gas, telephone, cable, T.V., sewer system). Obviously the sorts of hook-ups and the degree to which houses are hooked-up will vary. Some possibilities include visiting:

- Water supply system
- Sewage treatment facilities

. Construct model houses using such classroom materials as boxes, pipe cleaners, toothpicks, paper rolls, tongue depressers, sugar cubes, broom straws, etc.

. Refer back to the children's ideal shelter developed in the introductory activity and any other aspects of shelters observed to present and have them discuss, with reference to concrete examples, what they view as shelter needs and shelter wants and why they hold these views.

. If you or the children are aware of any shelter related problems in the neighbourhood help the children collect pertinent data, create information displays, and bring their findings and concerns to the attention of appropriate people.

Conclusion

. Have the children see if they can add to the diagram that was made during the introductory activities. Again, the focus should be on what they see as being essential for an adequate shelter. As before, stress the needs/wants distinction through questions about why a particular item is important.

Conclusion (Cont'd)

. Use their WHAT I NEED TO GROW booklet for collecting pictures, stories, and information about shelter.

d. Health Care

- How can we look after ourselves?
- How do others help us when we are sick?

Introduction

. Have the children share experiences about sickness and injury. Write the different types of sickness and injury they describe on the board and have the children suggest what actions should be taken in each case. (i.e., Who can help....?) Make a chart of the students' ideas and save it.

Development

. Discuss the things the children can do to help keep themselves healthy. (Lots of rest every night, eat properly, lots of exercise, wash and bath regularly, brush teeth regularly, dress properly for the weather and activity, follow safety rules.) Record their list and have the children make simple health posters for display.

. Do some role playing about health habits. Two children each take the 'do' and 'don't' side of the habit and act out a little scene about it. For example:

- Joe and Sam meet on the sidewalk. Sam has a toothache and is on the way to the dentist. Joe tells him he should brush his teeth and not eat so many sweets...
- Alice and Mary are playing together. Mary didn't go to bed until late the night before and she is tired, cranky, and not much fun to be with...etc.

. Take some time to discuss some basic safety rules that should be followed at school, at home, when at play, and on the street.

. Even though we are careful, we can still get sick or have accidents. Here you can draw on the children's experience. Discuss with the children who can help to look after them when they are sick or hurt (minor) at home, at school, or when playing in the neighbourhood. What do these people do for you to help you feel better? Show their experiences in a picture.

. There are times when we are too sick or hurt to be cared for at home. Who helps us then? Where do we go? Draw a large cross section of a hospital with many rooms. Discuss the many kinds of workers in a hospital - kitchen staff, laundry staff, cleaning staff, nurses, doctors, orderlies, therapists, ambulance drivers, etc. Also discuss what the children have experienced in a hospital.

. Each child would then be given a piece of paper that fits in one of the hospital rooms. Organize the "hospital" so that a good variety of the staff and work will be depicted in the children's art. Glue the finished annotated pictures onto appropriate places in and around the hospital.

. Discuss the nurses and doctors and dentists who come to the school to give checkups, particularly shots to the children. Discuss diseases and why these needles are important to their health. Where possible have these people visit the room and explain the ways in which they can help sick people.

. Visit a health care facility such as a hospital, nursing station, clinic, first aid station, or health care professional's office. Have the children share their impressions through art and role playing. Summarize by making experience charts of what was seen and the ways in which people are helped when they are sick.

. Have the children summarize their knowledge by suggesting different things that they can do in order to care for their own health and safety. Help them plan and put together information (artwork, skits, etc.) on this theme and share it with other classes.

Development (Cont'd)

. If there is some significant health hazard in the neighbourhood (e.g., open sewage, garbage, industrial pollution, safety hazards such as inadequate crossings, or a lack of adequate bicycle paths) help the children collect data on it, formulate their data and proposals, and present them to the appropriate people.

Conclusion

. Have children add any further ideas on health care to the chart that was initiated in the introductory activity.

. Add to WHAT I NEED TO GROW booklets.

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e. Communication

- Why do we need to communicate with others?
- What different ways do we have for communicating?

Introduction

. Try starting the afternoon or the lesson without talking. Communicate with signs, gestures, and facial expressions. Keep this up until the children show too much frustration. Then discuss with them what happened and what was lacking or missing.

. Introduce the word "communication" and what it means. Have the children suggest as many ways as they can think of how people communicate. Write up a list, chart or story to keep for a culminating activity.

Development

. Demonstrate examples of cartoon faces and features, and how arranging the faces can show emotions. Let each child choose an emotion and try his or her hand at cartooning a face.

. Gather a selection of traffice signs, flags, danger signs and other nonworded symbols. Ask the children what is being communicated by each symbol. Ask them why such symbols might be used instead of words. The children might then create signs for various purposes in the room or school.

e.g., - signs to depict rules

. Choose some short music selections from records or tapes. Play them one by one for the class and ask them what the music communicates to them. (Sad music, windy music, galloping music, happy music, spooky music...) Have them draw what the music tells them.

. Set aside a half hour period in which there will be no verbal communication. Everyone, including the teacher (and anyone who enters the room) has to find some other way to communicate. This might be helped by getting a fellow teacher or the principal to come to the room with an apparently urgent message and then mime it before the class. After the period:

- Discuss how the children felt not being able to talk.
- Have the children share the different ways they developed for communicating.
- Explore ways in which people whose sight or hearing is impaired communicate.

. As a follow-up activity have the children learn some sign language.

. Ask the children about when they learned to talk. Who taught them how? Do they communicate better now than they used to? Could children speak their name or print their name first? Is printing words a means of communicating?

. Using pictures from books or magazines and actual facial expressions, have the children discuss what the faces are telling or "communicating" to them. Let the children express emotions or situations with facial and body expressions to partners (e.g., sadness, hunger, anger, tiredeness, happiness, surprise, silliness, boredom, sickness, pain, thinking...)

Development (Cont'd)

. Print some nonsense wording on the board and ask the children to read it. After they tell you that it doesn't make sense, ask them why. What is wrong with it? What must we know before we can communicate with written words?

. Do some communicating with written words and simple sentences to reinforce those communication skills and their basic importance. Discuss how books, stories and poems tell us things.

. Pose the following problems to the class and record their ideas:

- Pretend you have a friend who lives in _____. (Insert a town about 50 kilometers distance). You want to invite your friend to come to your house to spend the weekend. What would you do to communicate that invitation?
- Pretend that your dog just had seven puppies. You can only keep one. How would you communicate to the people in your town that you have six puppies that need a home?

. Take a walk around the neighbourhood and watch for signs of machines and systems that help people communicate with one another. (post office, mailboxes, telephone wires, repair trucks, newspaper carriers, magazines, libraries, televisions, satellites, messengers...) Have the children illustrate a means of communication and write a story about it or make a large hulahoop mobile about ways we communicate.

. Set aside a communication corner in which:

- Displays of children's findings about communication can be posted.
- There is an ongoing communication chart. Have magazines that children can use to find communication related pictures. New pictures can serve as the basis of short discussions.
- There is communication equipment (e.g., old telephones, headsets, radios, etc.) which children can play with.

. Through visits and people coming to the classroom, pursue some aspects of communication in the home, school, and community.

e.g., - Means of communication in the school (intercom, telephone, various print oriented equipment such as typewriters, mimeographers and copiers. Where possible children should try these out or see them in operation and discuss their possible benefits or negative effects. (e.g., interruption by intercom system)
- Means of communication outside the school. Here the possibilities are extremely varied. For example, children could study the postal system, newspaper making or television and radio such as these exist in any given communities. In a small community it might be possible through field trips to get quite a thorough overview of the varied means of communication. In larger communities doing an in-depth study of a few areas might be more feasible.

. Is there some aspect of the local communications media that the children would like to see changed?

For example, would they like:

- A students' bulletin board in the school.
- To enter items into either a newspaper that is being published by older children in the school or into a commercially published newspaper in the community?
- Speak out on some issue on a local radio station?

If these seem feasible, help the children plan and carry out a strategy aimed at achieving their goal. This could involve making a proposal, complete with experience chart and supporting drawings, to the appropriate people.

Conclusion

. Review the chart arising out of the introductory activity and see if the children can add new information.

f. Transportation

- What ways do we have of travelling from one place to another?
- What advantages and disadvantages do these different ways of travelling have?
- Are some of our transportation needs really wants?

Introduction

. Introduce this section with "Wheels" (Big Bird's Busy Day Book)
  - How very strongly we should feel
    If someone had not made a wheel!
    No wagon would have crossed the plain,
    No puffing engine, no speeding train.
    No cart or carriage would there be,
    Or roller skates for you and me,
    No bicycle or automobile,
    If someone had not made a wheel.
  - Discuss the poem in terms of:
    - The means of transportation that are mentioned;
    - What is the same about all these means (wheels);
    - Other wheeled means that the children can think of.

. Ask the children if they can think of ways in which their lives would be different if wheels had not been invented and then have them think of different non-wheeled means of transportation. Based on this discussion make a master list of all the means of transportation mentioned by the children and save the list for the culminating activities.

. As an alternative introduction the teacher can act out several ways of travel (e.g., driving a car, flying a plane, etc.) and then have children act out further examples. Have the class guess the means of travel being mimed and record their answers. Complete their list by having the children:

  - Add any further means of travel they can think of.
  - Indicate which means are especially important where they live. Circle or in some way highlight these.

. Save the list for the culminating activities.

Development

. Provide a transportation center. This can be a place to:

  - Display the children's findings and impressions as this topic is pursued.
  - Have imaginative play using various transportation related items. (e.g., steering wheel, hats or other pieces of clothing associated with different types of transportation) set up a display of toys, models, books, and pictures.

. The centre can become more comprehensive as the study of transportation progresses, with items relating to a given means being added as it is studied.

. Have the children observe traffic near the school for a set period of time. Upon returning to class have them describe the sorts of vehicles they saw. Focus their attention on any particularly exotic types of vehicles such as customized vans, sports cars, trans ams, etc. and if they seem interested have them draw one or more of these. When this is done and their drawings are displayed, ask them whether these sorts of vehicles (and many others) fulfill just needs or also wants. Some questions which might help develop these needs/wants distinctions in this context include:

  - Why do you think people buy cars (vans, trucks, etc.) such as the ones you saw and drew (and likely have small metal models of it at home)?
  - Do they buy them simply to get to work, the store, to visit friends, etc., or do you think they have other reasons? What might these reasons be?
  - Do you think these vehicles affect how their owners feel?

Development (Cont'd)

- Why do you think they bought these rather than buying a less expensive car (or using a bus, bicycle etc.)?
- What transportation choices do you think you will make when you are older? Why?

. Throughout the investigation use stories, poems, filmstrips, films and pictures to expand on the particular means of transportation being looked at.

. Have a closer look at means of transportation that are especially important in their community and (or) readily accessible for first hand study. (e.g., trucking, airplanes, snowmobiles, trains, etc.) The smaller the community the greater is the possibility of having the children, through first hand experience, gain an overview of the system of transportation. Possible activities include:

- Visiting depots, stations, airports and other transportation focal points.
- Interviewing people who work in transportation (drivers through support personnel such as mechanics).

. Follow-up to such activities can focus on interpreting what was seen through artwork, imaginative play, experience chart stories and role playing. In addition to general discussion, the children can be encouraged to consider what a given means of transportation is especially well suited for and what is is less suited for (advantages and disadvantages).

. Make a class transportation scrapbook. Have each child choose a different means of transportation and paint or draw a picture of it in motion. Add a story about travelling that way. Put the work into a scrapbook and add it to the class's transportation centre.

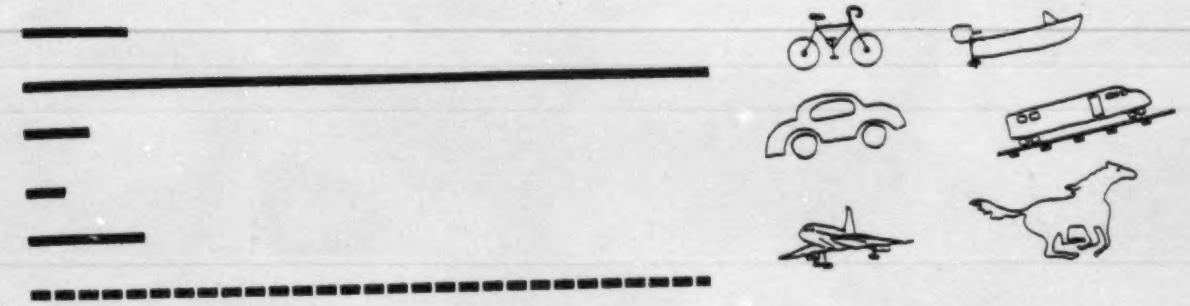
. Make a tape recording of transportation sounds (from the neighbourhood and using pre-recorded sound effects). Let the class match the sounds to the mode of transportation.

. In order to focus more on the particular strengths and weaknesses of various means of transportation:

- Find out the distance around the school grounds or the block - a measured circuit that the class can walk. Together walk around the circuit for half an hour. How far did you travel in half an hour?

. After doing this, discuss how they might have covered the distance more quickly. Would this have been more enjoyable...healthier? Why?

. Prepare estimated distances for bicycle travel, car travel, plane travel, motorboat travel, train travel, horseback travel for that same half hour. Put these scaled distances (kilometers) on a large chart. Have pictures of the modes of transportation ready to attach to the end of the line.



Development (Cont'd)

. Have the children guess which line shows how far a _____ can go in half an hour. Put the picture at the end of the distance until they are all properly matched. Discuss this graph. What is the fastest way to travel? The slowest? Is the fastest necessarily the best in all situations? (e.g., What might be the best for exploring a park (enjoyment), visiting a friend in the country?)

. Have a discussion about suitable transportation for particular purposes.

- Ask why they would use a given means of transportation.
- How do you travel to Grandma's?
- How would you travel to the moon?
- How would you travel to the grocery store?
- How would you travel to the lake?
- How would you travel to go across Canada?
- How do you travel to school?
- How could you travel across the ocean?
- How could you travel over a desert?
- How could you travel to go to the city? (country)

. In order to increase the children's awareness of the various transportation choices made by some people, have someone, who has opted for an unusual means of transport, visit the classroom.

e.g., - someone who bicycles or rides a bus to work when she could drive her own car.

Try to bring out the person's reasons for her choice (e.g., health, using money for other purposes, environmental and conservation concerns, etc.) and the advantages and disadvantages the person sees in her choice. Have the children discuss how they feel about the choices made by the guest and whether or not they think they and others should make similar choices (and why or why not).

. Bring some large cardboard cartons into the classroom. Help the children cut the boxes into vehicle type shapes (moon rocket, car, motorboat, plane, train...) and let the children finish the remodelling. Lots of play acting can grow from these.

. If either you or the children can identify a child oriented transportation issue in the neighbourhood such as no safe places to bicycle, see if the children can suggest any possible solutions (e.g., bicycle paths, designated bicycle lanes, roads closed to traffic on Sunday, etc.). If any of these seem reasonable, help them formalize their account of the problem, their plan, and a strategy for presenting their ideas to the appropriate people in the community.

Conclusion

. Pose the problem "What would happen if all the kinds of vehicles were suddenly to disappear? How would our lives be different?" Have the children draw their ideas and write about them. Share these ideas with each other.

. Make a class transportation scrapbook or mural. Have each child choose a different means of transportation and paint or draw a picture of it in motion. Put the individual work together and add it to the room's transportation centre.

. Review the chart developed during the introductory activities and see if they can add further means of transportation.

. Have the children enter some important findings from this topic in their WHAT WE NEED TO GROW UP booklets.

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g. Play

- How is play different from work?
- Why do people play?
- What are some different ways in which we play?

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g. Play (Cont'd)

- What different places do we use for play?
- Why do boys and girls often like different kinds of play?

Introduction

. Show the class a variety of pictures depicting people playing and ask them to determine what is the same about all of the pictures. After writing down their answers show them picture pairs where in each case one picture shows someone at play and the other, someone doing what most would regard as work. Then have the children offer their ideas about the differences between work and play. Asking them to describe things they do which they regard either as work or play might facilitate the development of this distinction.

Note: There is obviously not a neat dividing line between work and play. If the children touch on this dilemma, maybe through realizing that what one child describes as play another sees as work, discuss it. (However, the issue will be developed more systematically in one of the developmental activities.)

. Prepare a list of activities and let each child silently act out an activity for the others. The class is to guess the activity and whether the child would be working or playing at that activity. After this activity have the children name as many examples of play as they can and make a chart of this information (save).

. Show the children pictures or a film of animals 'playing.' After they have had a chance to share their experiences with animals at play, ask:

- Why are these animals playing (pleasure? learning? exercising?) Again, record their answers and save them.

Development

. In order to further develop the notion of play, use picture pairs and have the children identify and discuss the differences shown. Here is a possible sequence.

a. Show fairly obvious distinctions where there would be little debate as to which instance is work and which is play (e.g., driving a bus and playing tennis, washing dishes and playing in a sandbox). Have the children discuss what the differences are between work and play.

e.g., - have to do work (choice)
- get paid for work
- enjoy play

b. Show pictures in which the distinction between work and play is less obvious (e.g., a person watching others at play and people playing, or professional athelites and children playing). Focus discussion on which pictures depict play and which depict work (and why). At this point have the children add to or revise their list on the difference between work and play.

c. Tell a story about a person who loves his or her job and can hardly wait to get to it in the morning. Is this job work or play for this person? Why? Again see if the children can think of any changes or additions to their group play/work differences list. Have the children summarize this sequence by drawing pictures of activities which for them are play and work.

. Develop a Play Corner where pictures and the children's findings can be displayed. This can be used to display various games for the children to try out.

. When do you like to play? Have the children draw pictures of two or three times in a day when they play. If the children have studied time in mathematics have them show the hours on clocks below their drawings. The children can draw how they are relaxing or playing and with whom and what they are playing. They can then share their play time experiences orally.

Development (Cont'd)

. We all have a favourite toy. Have the children paint or colour huge pictures of their favourite toys and cut them out. Let the children tell about them with details such as where the toy came from, what games they use their toy for, where they keep it, who they will share it with, etc. Perhaps let the children bring their favourite things to show and share for a while one day.

. Besides toys, with what do we play Together, make a list (friends, pets, sand, in trees, sticks, stones, family members...)

. Discuss different playmates and the different kinds of activities you would do with:

- The whole family
- Your pet
- A little brother or sister
- Your best friend
- Your dad or your mom
- Your grandma or grandpa
- Your babysitter

.Draw a picture and write a story about a great time you have had with one of these people, or by yourself.

. Survey the class to determine favourite games. Group their favourites and graph them. As an extension to this activity have the children survey the favourite games of children in other rooms. Before doing the actual survey ask the children whether or not they think these will be the same favourites. Why or why not?

. Observing play. Have the children observe on the playground during recess. Ask them to watch for different sorts of play and then have them share their observations. Areas for discussion include:

- What sorts of play seemed most popular?
- The size of the group involved in different sorts of play.
- Children who did not appear to be playing.

. Help the children consider the stereotypes they likely have about what sorts of play are appropriate for boys and girls. Start by announcing that the children are going to act out, in small groups, different kinds of play and that you will tell each group what they are to act out. Assign the types of play to be acted out so that the children will likely feel uncomfortable. For example, you might say:

- John, Marvin and Paul, you will act out playing with dolls and keeping house.
- Mary, Ann, and Karen you act out playing mechanics and fixing cars.

Continue until there is considerable negative reaction to the role assignments and then stop and ask the children why they are reacting in this manner. Further questions include:

- Why do you think you feel this way? Why is this girls' play and that boys' play?
- Might it be all right for a boy to do "girls'" play and a girl to do "boys'" play? Why or why not?

Refer back to the playground observations in the above activity and see if the children are able to remember seeing girls and boys doing different types of play. If there is interest enough, the children might observe for this distinction the following recess and share their findings.

. Have the children observe the playground again, but this time focus their attention on where children play and what sorts of play goes on in different areas. Group the children and have each group observe in a different area. After discussing what was seen, plot their findings on a large outline map of the school and its playground.

Discussion can focus on:

Development (Cont'd)

- Where the most and least play was going on and why.
- Any problems arising out of such things as crowding in certain areas or too few facilities.

. Designing an ideal playground. Have the children share their ideas about what they would like to have in their ideal playground. If they don't have many ideas initially, some pictures of various playground toys or arrangements might help. Then have the children either make a large composite picture or model of their ideas, using their school's playground as the basis for planning:

e.g., - Group children, give each group an area of the playground and have them either draw or construct models of (plastecine, tongue depressors, etc.) their ideas.
- If children are making models, place these on a large table top map of the school playground. If they are drawing pictures, use a large outline wall map.
- After their initial ideas have been put in place, have the children explain their ideas to each other. At this point see if they can suggest any overall changes or rearrangements (e.g., maybe there are repetitions.)

. Play in the community. A variety of possibilities exist for investigating where people play in the school's immediate community. Some possible activities include:

- Take a walk around the community and observe places where children and adults play. Using observations and the knowledge that the children already have, make a map showing what sorts of play occur and where. e.g., After being sure that the children know the major landmarks on the map (e.g., school, recreation center) use their ideas as a basis for drawing in observations. Use pictures to depict sorts of play (e.g., bicycles, football). Include both informal and more organized play. Be sensitive to any area where there are conflicts in use (e.g., children playing on a street or tracks) and subsequent dangers. The children can then discuss these.

. Visit a community centre or other recreation centres. Find out:

- What different sorts of play occur there,
- What conflicting demands there might be upon the centre,

As a follow-up have the children consider what sorts of activities they would like the centre to sponsor and why.

. As a means of focusing the children's attention on the sorts of play areas they like in their community, tell them a story about a vacant lot which has a lot of interesting 'junk' to play with, trees to climb, and an old shed or two to play in. Develop the story to include:

- Concerned parents.
- A plan by city council to turn the lot into a playground with grass and various climbing toys. (make it sound attractive)

Then ask the children which they would prefer and why. List their ideas under the headings: Vacant Lot and New Playground. Finally, take a vote and see which option is preferred by the majority.

. Talk about what different kinds of things you play or do in the four seasons. (Group the class into four groups, assigning each group a season. Give each group a piece of mural paper. Decide whether you should all start with the same scene (a house and yard, a hill nearby, a pond nearby, certain trees, a farmer's field in the background) or just let each group do their own thing. Paint the backgrounds and have the children colour or paint adults' and children's seasonal recreation activities. Cut them out and past them on the mural. Put the four mural pieces together and display.

. Take an play oriented problem relating to the school grounds or the neighbourhood and help the children plan and carry out an action aimed at improving the situation. The foregoing several activities might well have brought such a problem into focus (e.g., older children interferring with their play at recess, the need for more equipment, so safe and interesting

Development (Cont'd)

play areas in the neighbourhood, programs at the local community centre not geared to their age and interests, etc). Help the children clarify the problem, suggest ways to make improvements, formalize their plans with experience charts, plans, etc., and present their case to the appropriate school or neighbourhood adults.

Conclusion

. Have the class see what else they can add to the lists developed during the introductory activities (i.e., differences between work and play, different sorts of play, and why people play).

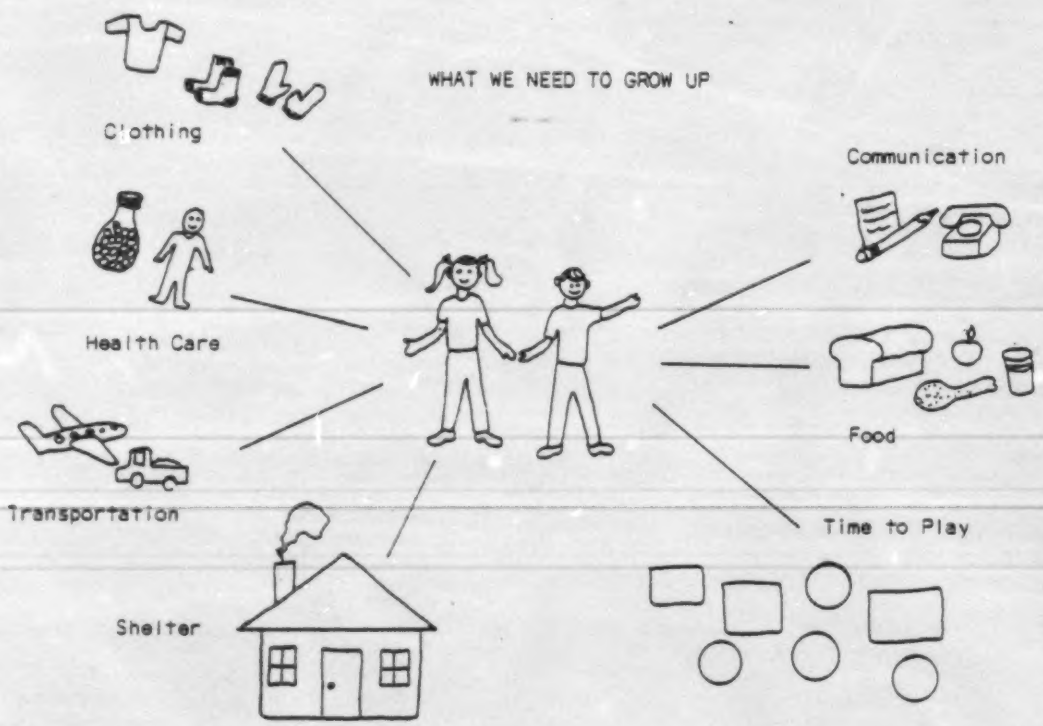
. Make additions to the WHAT WE NEED TO GROW UP booklets.

Unit Conclusion

. Gather a large bunch of the magazine pictures from the unit, including some that are wants and things that are not applicable to the unit. Have the children recognize and explain about the pictures that show NEEDS - we need them to live. Arrange that group of NEEDS pictures in the order that you would obtain them if you were suddenly without them. Decide which of those things they need everyday. Discuss which of the things they could live without for an hour, a day, a week, a year. Again consulting your group of NEEDS pictures, talk about:

- The needs you can buy for money.
- The needs you can obtain on your own.
- The needs you can obtain with the help of others.

. Make a huge wall display about this unit for the whole school to see and share. You will need a large hall wall or gym wall for the display. Paint a life size girl and boy. Cut them out. They will be the centre of the display. Organize and have the children each paint a large picture of a need. You may want to use some of the projects made throughout the unit. You will need labels and lettering to explain your display. (Please see example below).



UNIT II-WHAT I NEED TO GROW: EMOTIONAL AND SOCIAL NEEDS

UNIT II OVERVIEW

In this unit children will explore the ways in which emotional and social needs are met in families and with friends. These needs have been singled out as a separate unit in order to stress their importance in the human experience. Also, by having social needs placed in the second unit, children will be involved in this topic at a time when they are well into the joys and perils of making friends at school. They are more likely to have personal experiences with which to relate to the activities. Activities for addressing these areas of understanding are structured around the following topics and associated focusing questions.

UNIT II TOPICS AND FOCUSING QUESTIONS

1. Emotional Needs

   - What are our emotional needs?
   - How do we try to meet these needs?

2. Friends and Emotional/Social Needs

   - What is a friend?
   - Why do we need friends?
   - What sorts of difficulties do friends have in getting along with each other?

UNIT II TOPIC OBJECTIVES

Topic 1: Emotional Needs

Knowledge objectives

The students should be able to:

. identify some of their important emotional needs.
. explain how they think these needs can be met.

Thinking and research skill objectives

The students should be able to:

. interview parents in order to obtain data on emotional needs.
. use language to describe and explain feelings.

Attitude and value objectives

The students should be able to:

. accept their own and others' emotional needs as important and just as real as physical needs.

UNIT II SUGGESTED TEACHING STRATEGIES AND LEARNING ACTIVITIES

Topic 1: Emotional Needs

- What are our emotional needs?
- What do we try to meet these needs?

Introduction

. Show pictures of children in situations that suggest some sort of emotional need. (e.g., a

Introduction (Cont'd)

child holding a broken toy, a child excluded from a group). Discuss with the class what the child is feeling, why he or she feels that way and what might change his or her feelings. If the responses to this last question tend to focus on material answers such as getting a new toy, press the point by asking what else might help. Make and keep a list of the ideas that the class has about the problem and what would change the feelings in each instance.

. A variation is to have the teacher (or use puppets to act them out) describe short 'feelings' scenarios for the class and then have the children respond as in the above activity. Try to create scenarios which cover a range of emotional needs.

- Being accepted e.g., a child excluded from a group activity.
- Being understood e.g., a child trying to explain how she feels about treatment by a sibling to an adult who responds in terms of what the child could or should have done.
- Being needed e.g., a child wanting to help gather together things for a family trip, but being told to go play and keep out from underfoot.

. Refer the children to the large WHAT I NEED TO GROW UP wall display that was made at the end of the previous unit and ask them if any important need is missing. If necessary, ask if anything on the display deals with feelings, being loved, accepted and so on. Ask the class how they like to feel and who or what can help them feel that way. Make (and save) a chart of their answers.

Development

. Give the children (individuals or small groups) emotional needs situations and have them act them out. Have the class try to figure out how the characters might feel, why, and what they would probably like to happen. e.g., Suzie brings home a poem or picture from school. Everyone is too busy to look at it. Finally, it lands in the garbage. How would you feel if you were Suzie? Grandma has a sore foot and has not been able to go out of the house for a week. But no one has phoned her or come over to visit.

. Collect and display pictures of several stages of a human life: a baby, a teenager, a 30-40 year old, a very old person. Ask the class, "Who does a baby need to help it live and grow?" List and discuss why the baby needs those people. Continue to do the same for the other age groups. Compare the lists. Point out the "who's" that are the same in all the lists. Are they always needed for the same reason? Even grade one children are needed. Ask the children "Who needs you?" What do you give to or do for that person or persons? Have the children record and illustrate a story about who needs them.

. Talk about how sometimes we need different people at special times.

- Sometimes you wake up from a scarey dream. Who do you need to help you feel better and safe?
- When you are playing at recess and you hurt your knee, why do you need help to feel better?
- Sometimes when you are at home; you feel like nobody wants to play with you. Who (or what) do you need to help you feel loved?
- At times we do things that are not very good or nice and later we get to feel guilty. Whom do you talk to, to make you feel better?
- Pretend you get lost in a big store one day. Who do you need to feel safe again?

Let the children write or draw about some such experience they had. Give them time to share their experiences with each other.

. Make a list of "fun" things your family can do together. Illustrate.

. Ask the children to describe things that important adults in their lives do for them that indicate love and caring (e.g., parents, grandparents, aunts, uncles, teachers, etc.). Referring back to the WHAT I NEED TO GROW UP wall display could generate ideas. List the children's ideas and then have them paint pictures of some actions by an adult toward them-

selves that they feel indicate love. Display these and provide an opportunity for children to share these and other experiences related to receiving love.

. List ways in which adults help their families (include jobs outside the home as well as inside).

. Use puppets (or describe short scenarios) to illustrate situations in which a child (a) does not have his or her feelings understood and (b) is understood.

e.g., - Child is crying after being rejected by friends and adult says, "stop crying, a big boy, doesn't cry."
e.g., - Child is crying after being rejected by friend and adult says "It must really make you feel sad when they won't let you play."
e.g., - Child is hanging around on the fringes of a group of children who are playing a game and adult says, "Come on, get in there and play."
e.g., - Child is hanging around on the fringes of a group of children who are playing a game and adult says, "Are you worried that they won't let you play (will make fun of you, etc...)

After each incident have the children decide which responses they like better and why. While not all of the children will necessarily agree on which response is the better one, try to focus the discussion on being understood as a very important aspect of feeling loved. Maybe the children will have incidents where they were not understood that they can share.

. Develop a chart showing things you can learn from your parents and other adults (e.g., how to ride a bike, swim, bake, sew, hammer, etc.)

. Make a class book. Each child draws a picture and tells about something he or she has learned from father or mother or some other significant adult (grandmother, uncle, teacher, etc.)

. Describe scenarios, show pictures, or use puppets to portray situations in which a child might not feel needed or useful.

e.g., - A child saying, "Let me do it. I can do it" and an adult responding by saying, "No, we're in a real hurry" ro "No, you're too little to do that."

After each incident have the children discuss how the child might feel and why. Hopefully they will focus on our need to feel useful to others. As a summary, make a list of as many things as possible that the children do that make them feel useful, needed.

. Discuss and draw things you can do to help your parents, or grandparents or other adults.

. Display and share these.

. Make booklets in which children write and illustrate chores they can do. Suggested topics: Helping Hands, I Can Help Too, Jobs I Can Do, Helping Father and/or Mother.

. Make a collage from magazine pictures showing children helping their families.

. Children draw maps of their own bedrooms. Discuss how they look after their own rooms.

. Have children dramatize situations where affection is shown by parents to their children and vice-versa.

. Read the story of Hanzel and Gretel. Drawing on all the discussions and feelings the children have shared about this unit thus far, talk about Hanzel's and Gretel's problems in the light of their need for love and security. Have the children write the happiest possible ending for the story and illustrate it.

. Explore the role of celebrations in the children's lives. Understandings here can include:

Development (Cont'd)

- A special time for giving and receiving love.
- Rituals that make us feel secure, feel that there is stability.

Using such celebrations as birthdays, Christmas, Hannukah, Easter, Mother's and Father's Day, etc., the children can:

- Listen to stories about how others celebrate these events.
- Share the ways their families have of celebrating these events.
- What they especially like about these practices.
- Engage in a variety of creative expression such as art work, role playing, etc. to share their own practices and explore those of others.

Conclusion

. Review the list developed by the class at the start of this unit and see if they can suggest further emotional or 'feeling needs' and how they like to have these met.

. Make entries into the children's WHAT I NEED TO GROW UP booklets.

UNIT II TOPIC OBJECTIVES

Topic 2: Friends and Emotional/Social Needs

Knowledge objectives

The students should be able to:

. describe characteristics of a friend.
. describe needs that are met through friendship.
. describe some things friends do in order to get along.

Thinking and research skill objectives

The students should be able to:

. classify play activities.
. help solve hypothetical problems between friends.

Attitude and value objectives

The students should be able to:

. appreciate that the needs filled through friendship are important in everyone's life.
. realize that conflict between friends is normal.
. share their ideas and feelings about having, getting along with, and making new friends.

Social participation objectives

The students should be able to:

. with guidance from the teacher, plan and carry out actions aimed at sharing with others in the school what they have learned about emotional needs.

UNIT II SUGGESTED TEACHING STRATEGIES AND LEARNING ACTIVITIES

Topic 2: Friends and Emotional/Social Needs

- What is a friend?

Topic 2: Friends and Emotional/Social Needs (Cont'd)

- Why do we need friends?
- What sorts of difficulties do friends have in getting along with each other?

Introduction

. By means of pictures, short stories, scenarios, or the children role playing situations, present the class with samples of interactions between people that would indicate friendship or lack of it.

e.g., - Two children playing happily with a toy.
e.g., - Two children struggling over a toy - one leaves without the toy and in tears.

. Ask the children to decide whether or not the people depicted are friends. Press the children to give reasons for their answers.

Note: Some children might point out that friends fight and therefore it is hard to tell. Use this as further information for the following task.

Now have the children try to define friendship by thinking of completions to "A friend is (does)...". List their suggestions and save them for the end of the unit.

Development

. Show pictures of children doing things on their own and have the children talk about:

- How these children might feel.
- Things they do alone.

Make an experience chart of things the children like to do alone.

. Have the children classify play activities in terms of those that they would usually do alone or with others. Pantomime the type of play, have the children categorize and then see if they can add further examples to each category (i.e., a chart developed as the children make decisions).

. Have the children paint a picture of themselves involved in solitary play and then share it with the class.

. During gym time present a series of games that can be played alone and then games where you need more than one person. Discuss the difference between being alone and being lonely.

. Read stories which focus on children being alone and wanting company, friendship, someone to play with. Have the children share similar experiences.

. Make a class chart where children give examples of when they were lonely (could be done on blue paper to suggest mood).

. Have the children make a collage of magazine pictures suggesting loneliness.

. Ask the children if they get tired sometimes of playing by themselves. What do you do then? Try to lead the discussion to bring out the ideas of seeking company. Have the children discuss their favourite kinds of playing.

. Label a bulletin board with this title: Playing Together Can Be Lots Of Fun - Children can draw pictures of themselves playing with others or make a collage from magazine pictures of children together.

. Have the children observe different kinds of play on the school playground. Possibly groups can be assigned different areas. Tell the children to remember the different sorts of playing they see. When they're back in class record their observations on a chart. Then see if the children can help categorize the sorts of play. (e.g., using a ball, small group/large group,

Development (Cont'd)

running games, etc.) Pictures could be made and displayed under a heading such as: Recess at school.

. In order to focus the feelings we have when trying to make new friends:

- Have relatively new students relate how they felt coming to the new school, the events that made them feel welcome and what they did to make new friends.
- Have children discuss what they would do to make a new student welcome and then using their ideas, make up a set of guidelines for befriending new students. Post this along with student drawings which depict the actions suggested by the guidelines.

. Read or make up a short story about a child who has just moved into a neighbourhood and sees other children busily going about their play:

- How might this child feel?
- Have any of you been in this situation? How did you feel?
- What did you do?

. Have the children make their own filmstrips showing a new neighbour becoming a friend. This can be done on a long strip of paper with a paper roll at each end.

. In order to focus attention on problems that commonly arise between friends, present the class with a variety of conflict situations. This could be done with pictures, puppets, made up stories, or some children role playing.

e.g., - Children fighting over a toy.
e.g., - An argument over rules not being followed in a game.
e.g., - An argument over whose turn it is.

In each case have the children identify the problem, discuss how the children having the problem feel, and suggest some possible solutions.

. Show a picture of two children fighting and ask whether or not these children could be friends and why or why not. Have the children share instances where they have fought with friends.

Discuss:

- What the fight was about.
- How it ended.
- How they felt at the time.
- Whether or not they were still friends afterwards.

. The children could then draw a picture sequence to show what happened before the fight, and what happened afterwards. With whatever help is necessary they can then write stories to go with the pictures.

. Have the children observe on the school grounds for actual instances of conflict. After recess they can share (without names) what was seen, explain why they thought it was happening, and suggest solutions.

. Use a story that demonstrates fair play or the absence of it to spark discussion.

. Use actual classroom conflicts as occasions for problem solving.

. Play some games in the gym where "anything goes." Discuss if the children liked being involved in a game where there were no rules. Why or why not?

. Make a chart that lists the children's ideas about how friends can get along (e.g., share, take turns, etc.)

. Now that the children have thought about the problems that arise between friends, see if they can explain what a friend is to them. Start this off by giving instances and having the

Development (Cont'd)

children explain why or why not the individual in the example could be a friend.

e.g., - A child who just moved into the house next door to you yesterday.
e.g., - Someone you play with every day.
e.g., - Someone who hit you on the head yesterday when you wouldn't share some candy.
e.g., - A teacher.
e.g., - A principal.
e.g., - A pet.
e.g., - A stuffed toy, etc.

There is no right or wrong answer to these but they should help the children to share their ideas about what a friend is. After the discussion is over, make a chart on children's responses to A Friend is a person who...

. Have the children draw pictures of their best friend. Write one thing underneath the picture that shows they are a good friend to that person.

. Have the children create their ideal friend:

- Draw the friend.
- With whatever help necessary write about the friend (e.g., what or she is like, what the child would like to do with the friend...)

. Ask the children for ideas about how to share with others what they have learned about emotional needs and friends. This could involve skits, to be acted out for other classes or information displays in the form of drawings, murals, etc. If there is interest, help the children plan and carry out their ideas.

Conclusion

. Refer the class back to their A Friend Is _____ chart from the introductory activity and see if they can expand on it.

Unit Conclusion

. Review and develop any lists or charts of emotional needs that were kept during the unit introductory activities.

. Have the children make entries into their WHAT I NEED TO GROW UP booklets.

. Have the children make and display a large wall hanging similar in layout to the one made at the end of unit one. In this case however, surround the children in the middle with words and pictures showing different emotional needs being filled.

UNIT III-FAMILIES AND HUMAN NEEDS

UNIT III OVERVIEW

This unit provides children an opportunity to explore the nature of their own and other families. An examination of the similarities and variations in families in the children's immediate environment is followed by a study of families in physically and culturally different situations. The universality of human needs, the differences in the ways needs are met, and a heightened awareness of one's own situation through experienced differences, are all important themes of this unit. Activities for addressing these areas of understanding are structured around the following topics and associated focusing questions.

UNIT III TOPICS AND FOCUSING QUESTIONS

1. Families

   - What is a family?
   - Why do we have families?

2. Not all Families are Alike

   a. My Own and My Classmates' Families

   - In what ways are our families different?
   - In what ways are our families similar?

   b. Families in Other Places

   - In what ways are these families similar to ours?
   - In what ways are they different from our families?

   (Note: Especially with respect to needs and ways of meeting needs.)

3. Interdependence Within and Between Families

   - In what ways do we depend on one another within our families?
   - How do our needs and wants affect other families (human and non human)?

UNIT III TOPIC OBJECTIVES

Topic I: Families

Knowledge objectives

The students should be able to:

. indicate an understanding of what a family is by describing different examples.
. explain why we live in families

Thinking and research skill objectives

The students should be able to:

. ask questions of visitors to the classroom.

UNIT III SUGGESTED TEACHING STRATEGIES AND LEARNING ACTIVITIES

Topic I: Families

- What is a family?

Topic 1: Families (Cont'd)

- Why do we have families?

Introduction

. Show the class various pictures of families (e.g., animal families, human families of differing size and structure) and ask them what each is a picture of. Record their answers and if they haven't come up with the general term family to cover all instances, ask them if they can think of a name for all the pictures. Questions such as "What is the same about the pictures?" Might help. Then record on a chart the children's ideas about what a family is and why we have families. (Save this chart).

Development

. Plan ways for the children to keep a culminative record of their findings about families and human needs. These might include:

- Families scrapbook.
- A centre or corner of the room for posting charts, lists, art work, etc., as it is developed.

. Study animal families. Focus on what needs are met within various animal families and how they are met. Some possibilities for investigation include:

- Stories and other printed sources describing animal families.
- Films.
- Farms, zoos, pet stores.
- Keeping an animal family. (e.g., hamsters, mice, etc.)
- Having a child or parent bring an animal family from home.
- Visiting someone's home in order to observe an animal family.

. After each activity discuss what needs are met and how they are met (e.g., food, protection, learning, shelter). Make charts of the children's ideas and post these along with whatever drawings, etc., have been done.

. Study human families and compare these with animal families. Some possibilities for investigation include:

- Stories, films, etc.
- Have the children share ideas about their own families.
  e.g., What is your family like? Children draw pictures of their families (those members that live in the same house).
- Have both or one parent of a child visit the classroom and as a family group talk about various aspects of their family life (e.g., meeting needs, how they help each other, how they solve problems, etc.)
- Have a mother bring a baby to class and show how she cares for its needs.
- Have working parents tell about their jobs, and how the money they earn helps meet family needs.

In each case where there is a visitor, have the children ask questions. After each activity, discuss how the particular family meets the needs of its members and how this is the same as and different from the animal families already discussed. Have the children record and share their impressions and findings in drawings, paintings, role playing, etc. Focus these activities on families meeting needs.

. With the class create a chart on the theme of how animal and human families are the same and how they are different.

Conclusion

. Show the class pictures of various groupings of animals and humans. (e.g., one dog, some

Conclusion (Cont'd)

kittens, two adult humans, two adult humans and a child, one adult human a child, a mother dog and puppies, etc.). Ask the class which of these pictures are of families and have them give reasons for their answers.

. Refer to the chart developed during the introductory activity and see if the children can elaborate on it (i.e., the chart on what a family is and why we have families).

. Make entries into the Families scrapbook.

UNIT III TOPIC OBJECTIVES

Topic 2: Not all Families are Alike

a. My Own and My Classmates' Families

b. Families in Other Places

Knowledge objectives

The students should be able to:

. describe some significant differences and similarities among the families of of children in their class.
. describe some of the ways in which families in different situations meet particular needs.

Thinking and research skill objectives

The students should be able to:

. read a simple bar graph.
. make comparisons between how needs are met in their own families and in families in different physical and cultural situations.

Attitude and value objectives

The students should be able to:

. express their ideas and feelings about various family differences and listen to the ideas and feelings of others.
. display tolerance for and acceptance of the differences studied.
. share and explain their thoughts and feelings about the variations in family customs that they are studying.
. display tolerance toward and acceptance of the differences being studied.

Social participation objectives

The students should be able to:

. with the teacher's help, plan and carry out an action aimed both at sharing with others what they have learned about differences in families and how they meet their needs (families of children in their class and in other places) and at encouraging others to be tolerant and accepting of such differences.

UNIT III SUGGESTED TEACHING STRATEGIES AND LEARNING ACTIVITIES

Topic 2: Not all Families are Alike

a. My Own and My Classmates' Families

Topic 2: Not all Families are Alike (Cont'd)

- In what ways are our families different?
- In what ways are our families similar?

Introduction

. Over several days read stories to the class that focus on different family sizes and structures.

e.g., - Large and small families.
- Single parent families.
- Families in which the roles of different members vary (e.g., mother at home, mother working)

Have short informal discussions about how the families in the stories differ from the children's and how they feel about different sorts of families. Have the class suggest ways in which families are different, make a chart of their ideas and save it.

Development

. Refer to the pictures students made of their families in the first part of this unit (or have them make them now) and focus on the differences that are apparent. (e.g., differences in number, members).

. Survey the class to find out how many people there are in each child's family (household) and display. Discuss in terms of:

- The distribution of family sizes.
- What the children feel are the advantages and disadvantages of both large and small families.

This survey can be extended to other rooms with children conducting the survey and helping make the bar graphs. Compare these results with those obtained in their own room.

. Read stories that involved large and small families and discuss how the children feel about each.

. Show the children pictures of families (or draw them on the board) with differing numbers of members and structure. In each case ask whether or not the picture portrays a family, why or why not, and how the family differs from their own. The purpose of this is to have the children realize that the concept of a family is not tied to a particular number or structure.

. Read stories involving children who have single parent families or who live with other relatives. Have the class discuss this in terms of how they feel about a given situation, why they feel this way, and the advantages (e.g., single parent, more responsibility, learn to look after yourself, etc.) and disadvantages.

. Ask if there are members of children's families who do not live in their house, e.g., aunts, uncles, grandparents, etc. Why are these people part or our family (bring in idea of blood relationships)? Have the children draw or paint pictures of their relations as a group and display these.

. Make a booklet entitled "My Bigger Family." On each page list members (e.g., grandparents, aunts, uncles, etc.), draw a picture of that member, and have the children make up a short story about them.

. Have a grandparent Day (substitute aunts or uncles). On this day you could have a field trip, art project, cooking lesson, etc. Grandparents act as teacher aides.

. In order to demonstrate the idea of an extended family, build a simple composite family tree. Start with a small circle on the board and indicate that each child is to think of this circle as representing herself or himself. Then ask:

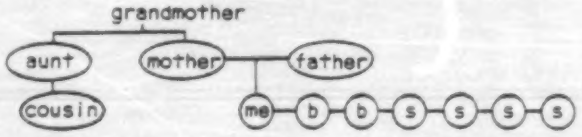
Development (Cont'd)

- Who has brothers and sisters? How many? Find the largest number of brothers and sisters in any particular family and add that many circles horizontally beside the initial circle.

e.g.,

(i.e., six siblings)

Continue by adding two cirlces vertically for the parents of this hypothetical family and then proceded to ask about other relatives that live at home and add them on. If there is an aunt in one house, a cousin in another, and a grandmother in yet another, add all of these onto the hypothetical composite family tree.

e.g., 

Surround this diagram with a large outline of a house and beside it draw a similar diagram and house for an average nuclear family. Points for discussion include:

- While there might not be a family here that has all of these members in the same house, there are families like this. This is called an extended family.
- Advantages and disadvantages from the children's points of view, of both nuclear and extended families.

. Have the children create extended families by cutting out pictures of people from magazines and arranging them on paper. Each family member can be labelled and a story written about the family.

. Read stories about children in extended families and have the children compare these families to their own (which would they prefer? Do they see advantages in one or the other or both?)

. In order to explore the differences in roles of particular family members:

- Graph such things as: The number of mothers who stay at home and who go out to work, the number of fathers who stay at home and who go out to work, the number of fathers who help with the housework as compared with the number that don't, the number of children who have daily chores and the number who don't, etc.
- Have the children role play different family roles using adult clothing if possible.
- Pose problems for discussion on value issues such as:

  - Should mothers work outside the home?
  - Should fathers help with the housework?
  - Should grade one children have daily chores?

In each case, take an initial vote, have the children discuss the reasons for their opinions, and then take another vote to see if anyone has changed his or her mind.

. Have the children create a group display which portrays differing roles. This could be a mixture of drawings, paintings, and cut outs from magazines, which show family members doing different things in and out of the home.

. In order to touch on differences between families in the extent to which they meet some of their needs through work within the home as opposed to meeting needs through purchases:

- Read stories which demonstrate differing degrees of self sufficiency (e.g., growing, collecting, hunting food versus buying).
- Have children talk about things their families do themselves in order to meet their needs.
- Have parents who practice self sufficiency in various need areas (e.g. growing collecting, hunting and processing food, making clothing, fixing their own cars, working on their own homes, etc.) talk about and where possible demonstrate their skills.

Development (Cont'd)

In some cases visiting the homes of these people might be the best way to see them in action. Encourage the children to question the parents, especially with respect to why they do this as opposed to buying similar goods and services.

As a follow-up to these activities the children can:

- Do art work depicting the various activities observed.
- Discuss the pros and cons of families meeting some needs internally versus externally. (e.g., Why do they think families do some of these things themselves? Do they think it is better to 'buy' as much as possible or 'make' as much as possible? Why?)

Conclusion

. Refer back to the chart on differences in families that was developed in the introduction and see if the class can add to it. Extend the chart further by asking the class to think of ways in which all the families that they have studied are the same (e.g., all try to meet the different human needs).

. Make further entries in the Families scrapbook.

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b. Families in Other Places

- In what ways are these families similar to ours?
- In what ways are they different from our families?

(Note: Especially with respect to needs and wants and ways of meeting these needs and wants.)

Note: The intent in having children study families in significantly different physical and cultural environments is to:

- Reinforce an idea that all humans have common basic needs.
- Develop an initial awareness of the variety of ways in which humans meet their needs.
- Help them see the pattern of their lives as one among many ways of meeting needs and living interdependently with others.
- Make their own and their families' ways of meeting needs more visible through comparision.

Note: The suggested approach in this section of Unit III is to engage the children in in-depth explorations of what it is like to live in a family whose situation and patterns are distinct from their own. Some basic principles for such explorations with young children include the following:

- Use the perspective of children who live in the new situations and are roughly their own age.
- Make the explorations as concrete as possible.
- Have them compare their findings with their own situation.
- Don't be overly-concerned with locations and distances.
- Situate the family in its physical and cultural environment through visual media, stories, and so on but do not make this into a community or regional study.

Some possible strategies for carrying out these explorations are listed below.

This will depend in part on the resources available. Possibilities include:

- A Northern Native family (present lifestyle).
- A Hutterite family.
- A culturally different family for which there are local resources such as recent immigrants.

Introduction

. After an experience such as story, pictures, or a film, have the children make some initial guesses or hypotheses about how this new family and their situation might be the same as theirs or different. Keep a record of their ideas so that they can check their accuracy after further study.

Development

. Focus the study on:

- The experience of daily living.

  e.g., - Family relationships
  - Family roles
  - Celebrations, traditions
  - Approaches to meeting basic needs such as food, shelter, etc. (Use previous units as a guide here.)
- The similarities and differences between the family being studied and the children's families.

  e.g., - In the environmental situation
  - In what are regarded as basic needs
  - In the ways needs are met (means, self sufficiency vs. purchase)
  - In family roles and especially children's roles
  - In the future prospects and hopes of children

. Employ experiences that are as concrete as possible.

- Visits by individuals who know the culture and area and can talk about and ideally demonstrate aspects of family life.

  e.g., - Displaying clothing
  - Bring or preparing with the children samples of typical food

- Visits where possible to the home(s) of a family who used to live in the physical and cultural situation of the family being studied. The children can hear about family life in an original situation, observe changes that have occurred after moving, and possibly try food, etc.

- Visits to any local resources such as museums or cultural organizations (Note: These often focus on lifestyles in the past and as such frequently do not fit with this present-centered study.
- Films - A variation here is to show a film initially with no sound and have the children make guesses about the reasons for certain events or practices. If a film seems suitable to this, stop the projector at appropriate points and record the children's questions and guesses. These can then be saved and used as the focus of further study.
- Stories, pictures. Again, these resources can be used to pose and answer questions. (e.g., Why do you think she is...? What is that used for? How is that different from what happens in your family? Why is it different?)
- Recreate as much of the family life as is possible in the classroom.

  e.g., - Art work with respect to clothing, shelter, etc.
  - Models of such things as shelter and means of transportation
  - Carrying out some aspect of a particular celebration
  - Making toys that are typical
  - Making and/or trying out typical food
  - Using a part of the room which can be decorated to recreate some aspect of a typical home and possible its environmental setting
  - Making costumes out of paper, etc. and wearing these
  - Role playing and dramatic play
- Consider questions of value and preference when discussing differences.

Development (Cont'd)

e.g., - Which way do you prefer? Which do you think the child in this family would prefer? Why?
e.g., - Would you be happy doing the work that these children do? (e.g., Would you be willing to live without (TV)? Why or why not? Do you think (TV) is a need or a want? Why?
e.g., - What are the advantages and disadvantages of (a particular practice or item)?

Any such discussion should arise out of as direct an experience as possible with the topic.

Conclusion

. Emphasize similarities and differences by having the children compare what they now know with their initial knowledge as represented by their similarities and differences chart developed during the introductory activity. Referring to the WHAT I NEED TO GROW UP wall display made in previous units could provide a structure for recalling what has been learned.

. Make entries into the children's Families scrapbooks.

. Stage a display around a theme such as a day in the life of the _____ family, and have other children visit the classroom.

. Ask the children how they think they could share with others what they have learned about different families. Possibilities include expanding the above activity into a comparative display depicting a day in the life of two or more families, acting out how some daily or special event, such as breakfast or holiday meal, might take place in two or more families, or a combination of these with art work and other types of information displays. Having examples of the food, clothing, and other basic needs of the people being portrayed would add impact to the effect. Invite other classes to see the display and have the children explain the points they are tyring to make.

UNIT III TOPIC OBJECTIVES

Topic 3: Interdependence Within and Between Families

Knowledge objectives

The students should be able to:

. cite examples of ways in which:

- family members are interdependent;
- families are interdependent;
- families cooperate;
- families come into conflict with other families (both human families and animal and plant families or the environment).

Thinking and research skill objectives

The students should be able to:

. observe around the school in order to detect ways in which we have affected animal and plant families.

Attitude and value objectives

The students should be able to:

. share how they feel about the impact of human families upon plant and animal families (the environment or ecosyste

Social participation objectives

The students should be able to:

. with the teacher's help, plan an action aimed at some local problem arising from the impact of human families on their ecosystem.

UNIT III SUGGESTED TEACHING STRATEGIES AND LEARNING ACTIVITIES

Topic 3: Interdependence Within and Between Families

- In what ways do we depend on one another within our families?
- How do our needs and wants affect other families (human and non human)?

Introduction

. Present a picture of an animal family (or read a story about such a family) and ask the children in what ways the young are dependent on their parents. Make a list of their ideas.

. Make a chart based on the children's ideas about: a) what their parents do for them and b) what they do for their parents.

Development

. Read stories or make up stories about situations in which interdependence is highlighted through problems arising out of the failure of a family member to perform some required task. (e.g., forgetting, accident, sickness). The children can share similar experiences and create pictures and stories to depict the problems that arise.

. Elaborate further on the family interdependence chart started in the introductory activity by having children develop jointly with their parents a list of what they do for each other. Children can share these in class and make suggestions for addition to the group list. Discussion can focus on what would happen if particular family members didn't do some of the things on the list.

. In order to focus on the interdependence of other human families in the children's immediate community:

- Read stories about cooperation between families.
- Have the children relate examples of such cooperation (e.g., building a common fence, keeping an eye on a house while a family is away, lending, cooperative hunting, etc.)
- Explore problems arising from conflicting wants. For example pose problems such as:

  - One family makes noise into the middle of the night.
  - There is a vacant lot. Some families want a grocery store, others want a playground, etc.
  - There is a stand of trees. Some want a place for play.

  In each case the children can explore such issues, conflicting rights and the idea that people's wants affect other families. Have the children state their positions and explain their reasons. How would they solve such a problem?

. Through activities such as farm visits, interviews with people who hunt or fish for their living, stories and films, have the children explore some of the more obvious ways in which we are dependent on animal and plant families. Some earlier investigations in Unit I on WHAT I NEED TO GROW could provide a basis for these activities.

. Extend this consideration of interdependence to the non human environment by considering some ways in which they and their families' needs and wants affect animal and plant families.

e.g., - Read The Lorax by Dr. Suess and have the children discuss such things as how people's wants affected the animals in the story.

Development (Cont'd)

- Look for ways in which human activities around the school and local community have affected animal families. For example, take the class out to a parking lot and re-create with them what it was probably like there before.

Have the children share their feelings and thoughts both about the story and their observations. Possibly these thoughts and feelings can be translated into art work, role playing, or some other form.

. If there is some obvious way in the local community in which the fulfilling of needs and wants by human families is having a serious negative impact on animal and plant families, have the children study the situation. An example is the converting of undeveloped land to housing. Children could study such land before and after and display their findings. They would then have to decide how they feel about the differences observed. In addition they will need to be provided with additional information and views on the issue. Maybe they will think the impact of the human families' needs and wants is justified. If they think there is a serious problem with whatever example is chosen, they can, with the teacher's help, plan some way to present their views to appropriate people in the community. Other examples of the impact of human families include cutting down trees, polluting streams and spraying for insects.

Conclusion

. Summarize the foregoing activities by making with the class a chart listing ways in which we influence other families, human and non human.

. Make a large wall display which symbolizes interdependence. Before starting it have the children sit in a circle and have groups of children be trees, water, particular animal families, and human families (providing labels or cards would be a good idea). Have the children hold up one finger in such a way that as a group they are supporting one large circle of string. Then disrupt the circle in some of the following ways.

e.g., - The trees have burned down.
- The water has been polluted.
- One of the human families is going to clear some land in order to grow fruit and vegetables (Trees will be cut down).
- One human family plans to trap animals for their meat and pelts.

After each disruption has been introduced have the group of children representing the affected group(s) drop their hands. After the string has gone slack, have the children discuss the effects on them as trees, an animal family, etc. These will probably be both positive and negative. Develop the wall display by:

- The teacher preparing a large sheet of paper with an inter-connected design such as a spider's web covering it.
- The children depict different families (human and non human) and put them on the inter-connected background.

(Note: This activity is intended to make concrete the idea that humans have a responsibility toward other living things in the environment - both human and non human.)